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ABSTRACT

This guide is designed to give the student helpful information about Arizona's Instrument To Measure the Standards (AIMS) for grade 5. The guide provides examples of the type of questions students see on AIMS and explains how items are scored. It does not teach what the student needs to know to do well on AIMS, but it will help the student know what to expect and help parents know how to help their children. AIMS consists of multiple choice, short-answer, and extended writing questions. Some test-taking strategies are outlined, and descriptions are given of the reading, writing, and mathematics tests. Appendixes contain the scoring keys for the sample test items included for each area, the scoring guide for the writing test, a review of test taking strategies, and other information about the extended writing tasks. (SLD)

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ED 452 253

TM

5th Grade

Student Guide to

AIMS

Arizona's Instrument to Measure Standards

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5th Grade

STUDENT GUIDE

for

ARIZONA'S INSTRUMENT TO MEASURE STANDARDS

The reading passages, test items, and scoring guides in this publication are representative only and should not be interpreted as exact duplicates of the passages and items that may appear on AIMS exams, nor the scoring guides used to score them. Authority for final approval of all test items and testing materials rests with the Arizona Department of Education.

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You'll be on top of the world with a good education!

Questions about AIMS

The purpose of this *5th Grade Student Guide to AIMS* is to give you helpful information about the fifth grade test (Arizona's Instrument to Measure Standards), which will help determine your readiness for middle school. This *Guide* will help you understand how the standards will be tested, inform you about the types of questions you will be asked, and explain how your answers will be scored. **Please note that that this *Guide* is formatted (the way it looks on the paper) just to save space. The actual formatting on AIMS will look different.**

What is AIMS?

Arizona's Instrument to Measure Standards (AIMS) is one measure of how well you know the Arizona Academic Standards adopted by the State Board of Education in three subject areas: Reading, Writing, and Mathematics.

What subjects are tested on AIMS?

Reading, Writing, and Mathematics will be tested with one test for Reading, one for Writing, and one for Mathematics that covers six areas: Number Sense, Logic, Algebra, Geometry, Data Analysis and Probability, and Measurement.

When will I take AIMS?

You will take the tests in spring of fifth grade. You will take the test only once in your fifth grade year.

Who has to take AIMS?

All students will take AIMS in grades 3, 5, 8 and in high school. Grades 3, 5, and 8 are benchmark years. Benchmarks are times to check if you are making progress and are learning what you need to meet the standards. The high school level test will be <u>one of the requirements</u> for graduation beginning with the Class of 2002.

What will be tested on AIMS?

The standards, concepts and performance objectives for 5th grade (the Essentials level) will be tested on AIMS. The standards are listed in this book and were also sent home to your parents.

What if I don't do well on AIMS?

Results of AIMS will give you, your parents, and your teachers specific information about what you know and can do. Your parents and teachers will then be able to give you the help you need to improve.

How can I use this *Guide* to prepare for AIMS?

This *Guide* is divided into the three subject areas tested on AIMS. It includes the standards for each area that you are expected to know, a short explanation of each testing format, hints for test taking, sample test questions, and a scoring guide for written responses. It will NOT TEACH you what you should know and be able to do to score well on the tests, but it will help you become familiar with the types of questions and how they will be scored. Knowing what to expect can help you be successful.

Where can I find out more about Arizona state guidelines for AIMS?

The Arizona Department of Education website:
http://www.ade.state.az.us

ESPECIALLY FOR PARENTS

The Arizona Academic Standards were adopted by the Arizona State Board of Education in 1996. These standards will provide the foundation for all Arizona students to receive a quality, rigorous, world-class education to prepare them for the 21st century. By setting high standards for our children, we ensure that they have the opportunity to make many career choices once they graduate from an Arizona high school. We will also have a clear idea of how well both our students and our schools are doing along the way in order to meet this goal.

Within each of the content standards in math, reading and writing are the concepts and performance objectives that define what students should know and be able to do at various levels of achievement: readiness (kindergarten), foundations (grades 1-3), essentials (4-8), proficiency (9-12) and distinction (honors). Although students at the essentials level are tested both at grade 5 and at grade 8, fifth-grade students are only tested on the concepts and performance objectives that are defined for the 4th- and 5th -grade level. The sample questions in this book are representative of the types of questions that will be found on the fifth-grade assessment. To obtain a copy of the Standards with the concepts and performance objectives, you can contact your local school, district office, or the Arizona Department of Education through the Internet at **www.ade.state.az.us** or at **602.542.3088**.

The Arizona standards were developed by content committees made up of content education specialists and other education professionals as well as business professionals and community leaders from throughout the state of Arizona. As a foundation, the committees began with the state's essential skills already in place and referenced the curriculum standards established by the various national organizations. The Arizona Academic Standards have been nationally recognized as being among the best in the nation.

WHAT PARENTS CAN DO

- Become familiar with the expectations stated in the Arizona Academic Standards in each content area and each level.
- Ask questions at your school. Is the curriculum aligned to the standards? Are teachers teaching the standards? What is available for students who are struggling?
- Make sure your child attends school!
- "H.U.G." your child. The Department of Education distributes a H.U.G. (Help, Understanding, Guidance) brochure that offers specific suggestions to support at home what your child is learning at school. For further information, call 602.542.7429.
- Participate in your child's learning.
- Monitor your child's progress.
- Be supportive (of your child, your child's teacher, and the school)!

HOW TO USE THIS GUIDE WITH YOUR CHILD

- REMEMBER: You don't have to be an expert to help your child be successful on AIMS. Just spending a few minutes daily encouraging your child will help her/him.
- Discuss the purpose of the standards, AIMS and this guide with your child.
- Spend time with your child working through the items.
- Be positive and encouraging! Your attitude will affect your child's attitude. Build up his/her confidence and diminish anxiety.
- Note the items (concept and performance objective number, stated, for example, as WE.2.PO1) or types of items that your child seems to have difficulty understanding.
- Talk to your child's teacher and share your observations and concerns.
- Ask your child's teacher how the *Guide* is being used in the classroom.
- Ask how you might help your child at home in those areas in which he/she is having difficulty.

TIPS TO HELP YOU PREPARE FOR SUCCESS IN SCHOOL AND ON AIMS

Sometimes we think that learning is just a matter of luck--some children have it and other children don't. But that's not true! Children who seem to learn things easily simply have good learning skills. That's right - a skill. Learning is a skill like riding a bike is a skill. Anyone can improve his or her learning skills. Here are some hints to help you do that.

- Go to school regularly. You will miss learning new skills if you are not there!

- Carefully read and be familiar with the *"Arizona Academic Standards"* document so that you understand what you are expected to know and be able to do. Do this with a parent or teacher who can help you understand this document.

- Carefully read this *Guide* from cover to cover. Read it with your teachers, parents or other classmates. Ask questions and ask for help if you do not understand this *Guide*, the standards document, or your schoolwork. Everyone wants you to do well!

- Do your personal best! Find out what you need to know. Think about what you know already, what you can do well, and where you need to improve.

- Ask for help if you are having problems in any subject. There are *no* silly questions!

- While you are in school, pay close attention and participate in class. Ask questions of the teacher if you do not understand what you are supposed to do. And use your study skills, such as taking notes! If you never learned how to take notes very well, ask your teachers if there is a study course or if they will help you learn to take notes. It's worth your time to learn *this* skill because it helps you improve your *learning* skill.

- Have a scheduled time every day to do homework and to study. It helps to have a special *place* (<u>not</u> necessarily a separate room) to do school work.

- PRACTICE, PRACTICE, PRACTICE! NOTHING happens without it. No athlete, no musician, no mathematician, and no writer became "good" by accident.

- Remember that what you learn NOW will help you succeed in middle school.

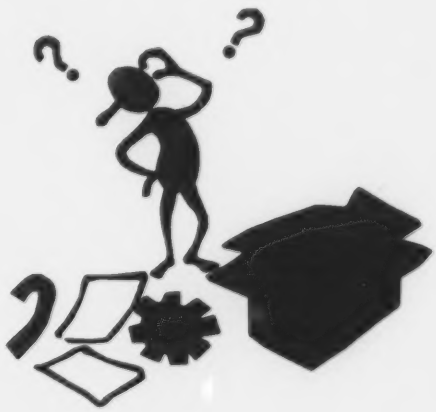
Don't let this be you pretending that you don't have to work!!!!

More about the Test... Types of Questions

Three basic types of questions will be used on AIMS and are explained below.

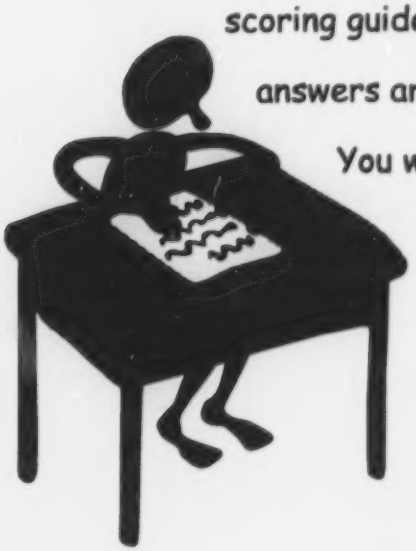
Multiple Choice

Multiple choice questions will ask you to select the best answer from four possible answer choices and mark your choice by bubbling in the matching letter on an answer sheet. You will be given directions on test day that will explain this more thoroughly. Each multiple choice question is scored correct (1 point to the overall score) or incorrect (0 points). Be sure to read ALL the choices and then choose the BEST one. You will find these types of questions on the Reading, Writing, and Math tests.



Short Answer

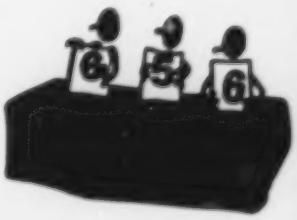
Short answer questions will require you to write your own answer and could be anything from a few words, a phrase, or an equation to a few paragraphs. Many of these questions will ask you for an answer and then ask you to ***explain why***, supporting your answer with reasons or examples from the text, or ***explain how*** you arrived at your answer. In the Math test, you will need to show the steps (in detail) needed to solve the problem in order to earn full credit. Student responses on short answer questions will be given 0, 1, 2, or 3 points based on a scoring guide (a rubric) for each specific question. Short answers are scored on their quality and completeness. You will find these short answer questions on the Reading, Writing, and Math tests.



Extended Response

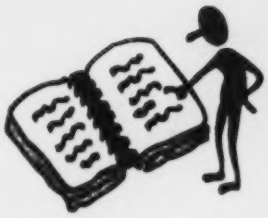
The extended response question will ask you to **respond to a prompt** (a writing task), which might include writing a letter, an essay, or a story. These responses will require well-developed and organized ideas that follow a format suitable to the purpose and audience. (For example, a letter contains the parts of a letter, a story includes the parts, or elements, of a story). You will be expected to develop your writing by **following the steps in the writing process:** prewriting, drafting, revising, editing, and writing a final copy. You will be given a **revision checklist** to guide your work. Your **finished copy**, not your prewriting or rough draft, will be scored using a six point rubric that scores each trait or characteristic of effective writing. The rubric for this type of item is provided in the Appendix B of this *Guide* on page 49. You will find this type of question on the Writing test only.

Scoring Short and Extended Writing Responses



This is where your ability to write becomes so important. Be sure to develop your ideas and explain them with enough detail – do not leave it up to the reader to guess what you mean. Partial answers that do not fully answer the question will only earn partial credit. Responses that are off the topic or illegible (handwriting that can't be read) will be considered non-scorable and earn 0 points.

READING

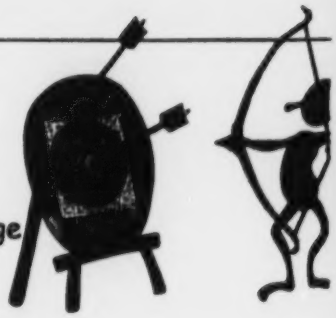


We read for many different reasons: to enjoy a good story, to learn about a subject we may know little about, to gather information and use it, to find out what's going on in the world around us. We can learn about ourselves, other people, and our world by reading. It opens doors for us. Therefore, it is important that you become a strong reader. How do you do that? Read often, read a variety of material, and use reading strategies (listed on the next page in the Reading Standard). Good readers know how to use these strategies, and they use them often. By developing skill in using these strategies, you can become a better reader, and the better you can read, the more you can learn!

About the Test

On AIMS-Reading, you will be given fiction passages to read, such as a story and a poem. There will also be nonfiction, such as an informational article, directions, a user's guide, a map, or a chart. The questions will measure your ability to understand what you have read. Both multiple choice and short answer responses will be included. There are about 40 items on the reading test, which should take about 1-2 hours to complete. One sample passage is provided here, followed by a set of questions similar to ones you will find on the test. Reading this passage and answering the questions may help you prepare for the test.

HINTS FOR IMPROVING YOUR AIMS - READING



- You will be asked to read different types of fiction and nonfiction. **Adjust** your reading to your purpose. Read each passage and the questions **carefully.**
- Try to get the "big picture" or overall point of the story, poem, or article. Pay attention to the important details that support the main idea.
- Use the strategies you have learned to identify a word you may not know.
- In multiple choice questions, **choose the best response** to the question.
- In short answers, be sure to answer the question clearly and completely. You may be asked to explain your answer (tell why) with examples or facts from the passage. Be sure to explain your reasons so that the reader understands what you mean; let the reader know what your answer is and what the examples are.
- **Think** about each question before you respond. In short answer questions, **give yourself time** to organize your thoughts **before** you begin writing your response.
- **Manage your time** so that you won't feel rushed answering questions that ask for a detailed response. Again, this is not a timed test, but you do want to use your time well.

READING STANDARDS: ESSENTIALS LEVEL

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting, and evaluating a wide range of texts including fiction, nonfiction, classic, and contemporary works.

R-E1: Use structural analysis skills such as identifying root words, prefixes, suffixes, and word origins to decode words unfamiliar in print

R-E2: Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections

R-E3: Analyze selections of fiction, nonfiction, and poetry by identifying the plot line; distinguishing the main character from minor ones; describing the relationship between and motivations of characters; and making inferences about the events, setting, style, tone, mood, and meaning of the selection

R-E4: Identify the author's purpose, position, bias, and strategies in a persuasive selection

R-E5: Evaluate an instructional manual such as assembly directions or user's guide for clarity and completeness

Sample Reading Article

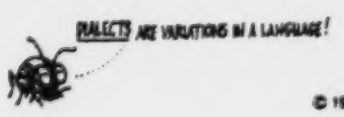
Directions: Read the sample article and answer Reading questions 1-11

Whether you live in the city or in the country, you can almost always tune in to some neighborhood bird talk. Luis Baptista, an ornithologist at the California Academy of Sciences in San Francisco, has spent his professional life eavesdropping on birds' conversations. He first began listening to birds and memorizing their sounds when he was a small boy in Hong Kong, where his uncle collected many kinds of birds. Now Dr. Baptista studies bird sounds and behavior every day, and he's seen-- and heard-- some amazing things.

"Did you know birds have two sets of vocal chords?" he asks. "One is controlled by the right side of the bird's brain, and the other by the left side." This makes it possible for a bird to sing two melodies at the same time-- "in counterpoint," Dr. Baptista adds, "like Bach's music." Most birds speak only their own "language," but some birds, like starlings and mockingbirds, can imitate other species' songs and calls. Dr. Baptista once heard a starling imitating a gull with one set of vocal cords and a flycatcher with the other-- this would be like speaking Spanish and Norwegian at the same time!

Birds have regional dialects, too. Just as an English speaker in Texas sounds quite different from an English speaker in Vermont, birds of the same species-- who speak the same "language"-- may have different-sounding songs and calls depending on where they live. A bird dialect results from the way a local species arranges the sounds it makes. Some birds, such as crows, have enormous vocabularies, which make their dialects almost impossible to decipher. Dr. Baptista specializes in the study of white-crowned sparrows, which are common to many areas. These sparrows make only about a dozen sounds, so their dialects are easier to distinguish and track.

From his office window, Dr. Baptista listens to the white-crowneds living near his building, and he can whistle precise imitations of their whistles. A white-crowned sparrow's song consists of whistles, vibrations (buzzes), simple syllables (a single note or the same note sung several times), and complex syllables (four or more notes sung together), in different combinations depending on the dialect. For instance, some of the sparrows sing songs with only one introductory whistle, some with two introductory whistles, and some with a whistle followed by a vibrato. Singers of the same dialect also tend to have the same last or next-to-last syllables in their songs and the same complex syllables. Dr. Baptista can tell if an individual lives on the north, south, east, or west side of the building by tuning in to the bird's dialect. He can also detect unusual variations. "That bird is speaking Alaskan, right here in San Francisco," he says, pointing out the song of a nearby bird. The bird may be a wanderer from the north, or it could be a local bird that picked up the Alaskan dialect from a northern bird migrating through the area.



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Hundreds of scientists around the world are researching how birds learn to speak. They have found that although some parrots continue to learn new sounds all their lives, most birds learn during a critical period when they are young. The learning time for white-crowned sparrows is the first two-and-a-half months after they hatch. Newly hatched birds are quiet, but they hear a rich variety of sounds from the adult birds around them. Soon they start to practice those sounds, over and over, until their songs crystallize and are set in the memory for life. If the birds make a "mistake" while practicing, they might start a new dialect.

If there are not many adult birds of the species in an area, young birds may have to improvise more. Dr. Baptista cites an example: "House finches in California have no real dialect, but when they moved to New York"-- where there are fewer adults of the species -- "they developed an elaborate one."

Ornithologists study bird talk by using recordings of birds' songs and calls; they play the tapes in the wild to attract birds and then watch and listen to the birds' responses. For instance, when a recording of the territorial song of a white- crowned sparrow is played, a nearby bird of the same dialect may flap its wings and sing loudly, sometimes for several minutes. It may even come close and peck the tape recorder. (Through his studies, Dr. Baptista has found that white-crowneds are more threatened by birds of their own dialect-- who are more likely to invade their territory-- than by strangers.) Birds sing their most elaborate songs and are at their loudest during the spring breeding season, when they must attract mates with their singing. Females often speak softer than males, sometimes whispering, but they can shriek as loudly as males when they choose to.

Dr. Baptista uses a microphone set into a bowl-shaped reflector to catch every sound the birds make and any counter-singing that they do in response to the tapes. The microphone transmits the sounds to a sonogram, which records the whistles, vibratos, and simple and complex syllables as a series of distinctive lines. Using a computer to sort the sonograms, Dr. Baptista can identify dialects and learn where each bird has traveled, where it nested, and which birds are its relatives. Ornithologists can also track individual birds by placing identifying bands on their legs and tracing birds' family lines using DNA studies.

In the field, Dr. Baptista also records bird talk in a kind of shorthand: W for whistle, B for buzz, SS for simple syllable, and CS for complex syllable. A song might look like W-B-SS-CS-SS-SS. Writing the sounds down makes it easier to recognize and memorize a single bird's song.

Birds spend much of their time talking because talk is essential to their survival: it enables them to perform such important tasks as attracting mates, warning one another of danger, claiming territories, and calling offspring. If you want to become an expert in bird talk, Dr. Baptista advises, "Go out and watch. Listen a lot to develop an ear and follow one individual for a long time. There is no special trick to learning, except patience." The next time you're on a city street, in a park, or out on a country lane, eavesdrop on the local birds and try jotting down what you hear in scientific shorthand. You may soon find that, like Dr. Baptista, you can understand bird talk...and whistle it, too.

SAMPLE QUESTIONS - READING

Question #1 (assesses concept R-E2.PO1 - identify main idea, critical and supporting details)

This article is mainly about

A. the study of bird sounds
B. the life of Dr. Baptista
C. the nesting habits of birds
D. how microphones are used to record bird songs

Question #2 (assesses concept R-E1.PO3 - confirm meaning using context clues)

Read this statement:

Some birds have enormous vocabulary sounds that make their dialects *hard to decipher.*

What does the expression *hard to decipher* probably mean?

A. difficult to sing
B. difficult to pronounce
C. difficult to understand
D. difficult to see

Answer key is on page 42

Question #3 (assesses concept R-E2.PO1 - identify main idea, critical and supporting details)

When do most birds learn to speak?

A. when they are born
B. when they become adults
C. during a critical period when they are young
D. during the spring

Question #4 (assesses concept R-E1.PO3 - confirm meaning using context clues)

"Regional dialect" probably means

A. speaking the same language, but making different sounds depending on how old you are
B. speaking the same language but making different sounds depending on where you live
C. speaking a different language than others where you live
D. speaking more than one language

Question #5 (assesses concept R-E2.PO1 - identify critical and supporting details)

Birds can sing two melodies at once because

A. they learn them at a young age
B. they have two sets of vocal chords
C. they have excellent memory
D. they can imitate other birds

Question #6 (assesses concept R-E2.PO2 - distinguish between fact and opinion)

Which of the following statements is an opinion?

A. Ornithologists study bird talk by using recordings of bird songs and calls.
B. Birds may have different sounding songs depending on where they live.
C. Luis Baptista is an ornithologist at the California Academy of Sciences in San Francisco.
D. Dr. Baptista has seen and heard many amazing things.

Question #7 (assesses concept R-E2.PO1 - identify author's purpose, feelings, and point of view of the text)

This article was probably written to

A. entertain readers with bird stories
B. inform readers about bird talk
C. persuade people to protect birds
D. explain how birds migrate

Question #8 (assesses concept R-E1.PO2 - infer meanings through knowledge of prefixes and suffixes)

The prefix *un* as in the word *unusual* means

A. not usual
B. very usual
C. as usual
D. from the usual

Question #9 (assesses concept R-E3.PO5 - differentiate fiction, nonfiction, and poetry based on their attributes)

This passage would be classified as

A. poetry
B. fiction
C. nonfiction
D. persuasive

Question #10 (assesses concept R-E2.PO5 - determine cause and effect relationships)

Name TWO ways bird talk helps birds survive.

_____
_____
_____
_____

Question #11 (assesses concept R-E2.PO1 - identify main ideas, critical and supporting details, and the author's purpose)

Suppose you want to become an expert in bird talk. According to the article, what skills would you need to develop?

List THREE ways you could become an expert in bird talk. Use details from the article to support your answer.

_____
_____
_____
_____
_____
_____
_____

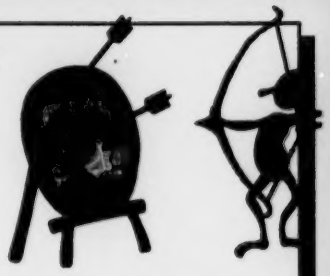
WRITING

Writing is one of the most important skills you can learn. Writing can help you become a better thinker, a good communicator, and an active learner. When you write, you want your reader to understand what you mean. No matter what kind of writing you are doing, (a report for school, a letter to a friend, a note to your mom or dad), paying attention to certain elements, or traits, can make a difference. Clear, focused **ideas** that are well developed, an **organization** that helps the reader follow the ideas, a **voice** that appeals to the reader, and control of the language including **word choice**, **sentence fluency**, and **conventions** (spelling, grammar, punctuation, capitalization) help the reader understand exactly what you mean. To become a good writer, you must practice. It takes time to develop this skill, but when you write for a variety of purposes and audiences, you will notice how much easier it becomes, and how much fun it is!

About the Test

Questions in AIMS-Writing will include both multiple choice and short response questions. You will also be asked to write one extended writing piece (for example, a story or essay) on a specific topic. You will be given time to plan, draft, revise, edit and write a final copy. The test has approximately 40 items and one extended writing response. Sample questions are provided on the next few pages. There is also an example of a prompt (writing topic) and scored student responses to this prompt.

HINTS FOR IMPROVING YOUR AIMS - WRITING



- **Listen** to directions and **read** each question **carefully. Remember** what you have learned about the writing process as you work through the questions. **Think** about each question. What is the question asking you to do? This is your task (or purpose) for writing. Who is your audience? Keep your audience in mind as you write. Take time to organize your thoughts before you begin. For longer responses and for the extended writing prompt, you may want to create a graphic organizer (outline, web, chart, mapping, clustering, etc.) to plan and organize your ideas.
- In a short answer be sure to **answer** the question **clearly, completely, and thoroughly. Don't assume** your audience (the reader) will know what you mean; you need to explain your ideas with plenty of details. An incomplete response will only earn you partial or no credit.
- After you complete your draft on the extended writing prompt, you will be provided with a checklist to help you revise your work. **Use this checklist** to make sure that it says what you want it to say. Keep in mind the traits (qualities) of effective writing.
- **Edit** your writing **carefully**. Your audience (the reader) needs to be able to understand the ideas you are expressing without being distracted by spelling, punctuation, and grammar mistakes that interfere with the message. **Be sure your handwriting is legible.**
- In real life writing situations, you may have more time to revise and edit your work, perhaps getting input from others before writing a final copy. In a testing situation, this is not possible. Therefore, you will need to make the best use of the time and skills you have to complete this writing task in one sitting.

WRITING STANDARDS: ESSENTIALS LEVEL

Students effectively use written language for a variety of purposes and with a variety of audiences.

W.E1: Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization to complete effectively a variety of writing tasks

W.E2: Write a personal experience narrative or creative story that includes a plot and shows the reader what happens through well-developed characters, setting, dialogue, and themes and uses figurative language, descriptive words and phrases

W.E3: Write a summary that presents information clearly and accurately, contains the most significant details and preserves the position of the author

W.E4: Write an expository essay that contains effective introductory and summary statements and fully develops the ideas with details, facts, examples and descriptions

W.E5: Write a report that conveys a point of view and develops a topic with appropriate facts, details, examples, and descriptions from a variety of cited sources

W.E6: Write formal communications, such as personal or business letters, messages, directions, and applications in an appropriate format and for a specific audience and purpose

W.E7: Write a response to a literary selection by supporting ideas with references to the text, other work, or experiences

W.E8: Demonstrate research skills using reference materials such as a dictionary, an encyclopedia, and the thesaurus to complete effectively a variety of writing tasks

SAMPLE QUESTIONS - WRITING

Question #1 (assesses concept W-E8.PO1 - implement a research strategy that includes utilizing reference materials)

If you wanted to find out the population of Los Angeles, California, which of these resources would be most useful?

A. almanac
B. atlas
C. dictionary
D. newspaper

Question #2 (assesses concept W-E1.PO4 - apply standard grammar and usage)

Choose the correct word for the blank in this sentence.

Jose and Miguel _____ the bus to school.

A. riding
B. was riding
C. ride
D. rides

Question #3 (assesses concept W-E1.PO2 - punctuate correctly quotations in dialogue)

Choose the sentence that is punctuated correctly.

A. "I love going to the movies, declared Mike.
B. Anna asked what is your favorite movie?
C. "I think the *Star Wars* series is my favorite," replied Mike.
D. But that's not one movie! Anna said.

Question #4 (assesses concept W-E6.PO1 - write a formal communication in an appropriate format for a specific audience and purpose)

If you were writing a letter to Governor Mary Smith, what would be the best greeting?

A. To Mary Smith:
B. Dear Governor Smith:
C. To Whom It May Concern:
D. Dear Mary,

Question #5 (assesses concept W-E1.PO1 - spell correctly)

Find the phrase containing an underlined word that is misspelled.

A. an exciteing ride
B. an interesting book
C. a disappointing ending
D. a remarkable accomplishment

Question #6 (assesses concept W-E1.PO1 - spell correctly)

Choose the correctly spelled word that completes the sentence.

He read an important _____.

A. announcment
B. anouncement
C. announcement
D. announcmant

Question #7 (assesses concept W-E1.PO4 - apply standard grammar and usage)

What is the BEST way to write this sentence?

A. To school he wears a helmet and rides his bike.
B. He rode his bike to school and he always wears a helmet.
C. He rides his bike to school and he wore a helmet.
D. When riding his bike to school, he always wears a helmet.

Question #8 (assesses concept W-E2.PO2 - write a story using dialogue)

Write the introductory paragraph of a short story about animals who can talk. Include dialogue in your story.

Answer key is on page 43

Question #9 (assesses concept W-E6.PO3 - write a formal communication expressing ideas clearly related to the topic)

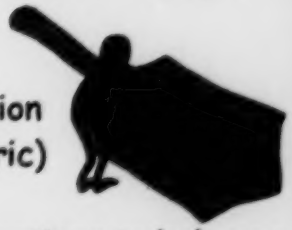
Write a letter to your friend inviting him/her to join you and your family on a camping trip. Be sure to include at least THREE SPECIFIC details about the trip.

Question 10: (assesses concept W-E6.PO2 - organize ideas in a meaningful sequence using transition words or phrases)

Think of one thing you know how to make, for example, a cake or a model airplane. In a paragraph, write directions for your friend explaining how to make it in at least THREE STEPS. Be sure to use words like "first, next" to make the steps easy to follow.

ABOUT EXTENDED WRITING RESPONSES

On the Writing test, you will be given a task, called a prompt, (for example, write a letter, an essay, a story) with specific directions regarding audience and purpose. A sample prompt and the standard it measures are stated below. A student-friendly version of *The Official Scoring Guide for AIMS Writing* (Six Trait Rubric) is located in Appendix B, page 49. Samples of four student responses are given on the following pages. Here are some suggestions to help you understand the expectations for this writing response and help you prepare to take the writing section of AIMS:



1. **Read the prompt below.** Be sure you understand the purpose and the task.

2. **Review the *Official Scoring Guide for AIMS Writing* (Six Trait Rubric).** Your paper will be scored on a 1-6 point scale, with 1 the lowest and 6 the highest, for each trait (characteristic) of effective writing.

3. **Read the student responses to the prompt.** Note strengths and weaknesses in the paper as you read. Does the writer get the job done? Is the writer's message clear? Does the writer stay focused on the topic? Are the ideas supported with important details? Are the ideas organized so that you can logically follow them? Is the voice appropriate for the audience and purpose? Did the writer carefully choose words that are clear and convincing? Do the sentences have a natural flow? Is the paper carefully edited?

4. **Examine the score sheets for these four sample papers.** Compare the scores and the comments to the rubric. This will give you an idea of how the paper will be scored and what the points on the scale actually look like.

5. **Discuss with other students and your teacher why one paper is stronger or clearer than another.**

6. **Practice writing a response to this sample prompt**. Score your own paper using the rubric to note what your strengths are, and work on areas you need to improve to be a more effective writer.

Question #1 (assesses concept W-E2 - write a personal experience narrative or creative story that includes a plot and shows the reader what happens in a sequence that is clear through character, setting, dialogue when appropriate, and theme and uses descriptive words and phrases or figurative language)

Sample Prompt: Pretend you are a student in Mr. Larkin's fifth grade class, and he has just read a story called "The Big Surprise". The story tells how surprising it can be when something happens that we don't expect. Mr. Larkin asked his students to WRITE A STORY for the class. Here is the assignment:

Think of a time when something surprised you or someone you know. It could be a big surprise that you will always remember, or a little surprise that no one else noticed. It can be real or imagined. TELL WHAT HAPPENED.

STUDENT WRITING SAMPLE 1

The Nutcracker

Write the final copy of your paper here.

I'll never forget the day of Dec. 15, 1999. Half of Miss Mildri's 5th grade class would be attending the Nutcracker Ballet. Carl, Wendy, Allen, Cassandra and many others filed onto the school bus. As we slowly progressed to the theater, we started recollecting memories of former performances. One girl shouted, "The best performance I ever saw was when the Nutcracker knocked over the huge Christmas tree!"

We all thought nothing could be funnier...

In the theater the music filled the air. So far, the performance had been exquisite. Nearing the end of the performance the Nutcracker Prince swept his beloved princess off her feet. My eyes closed as the few last notes sank deep into my memory.

Ahhchhh!! My eyes popped open just in time to see the girl hustling through air right into the orchestra pit!

I knew then that, that moment would be stuck in my memory forevermore.

28 BEST COPY AVAILABLE

STUDENT WRITING SAMPLE 1
Title: The Nutcracker

This sample is an ACCEPTABLE response.

Ideas and Content	Organization	Voice
6 (5) 4 3 2 1	6 (5) 4 3 2 1	6 (5) 4 3 2 1

Word Choice	Sentence Fluency	Conventions
(6) 5 4 3 2 1	(6) 5 4 3 2 1	(6) 5 4 3 2 1

Note: Underlined sentences are taken directly from the Student Version of the Scoring Guide in Appendix B.

Ideas and Content: This paper scores a **5** in ideas. The writing is clear, focused and interesting. It holds the reader's attention. The writer shares connections and insights. *My eyes closed as the last few notes sank deep into my memory. Ahhechh! My eyes popped open just in time to see the girl hurtling through air right into the orchestra pit!*

Organization: This paper scores a **5** in organization. The order of ideas helps the reader follow and understand the paper from beginning to end. The beginning is a bit slow getting started, but the pace picks up and moves the reader through the text.

Voice: This paper scores a **5** in voice. The writer shows strong commitment to the topic and the reader can picture the writer behind the words. The writing is engaging, lively, and sincere. *We all thought nothing could be funnier....I knew then that that moment would be stuck in my memory forever.*

Word Choice: This paper scores a **6** in word choice. The writer chooses words that are accurate, strong and specific; vocabulary is striking and varied but natural. *As we slowly progress to the theater, we started recollecting memories of former performances....the performance had been exquisite...the Nutcracker Prince swept his beloved princess off her feet.*

Sentence Fluency: This paper scores a **6** in fluency. The writing has a natural, fluent sound. It glides along with one sentence flowing effortlessly to the next. Sentences have a variety of lengths, beginnings, and patterns.

Conventions: This paper scores a **6** in conventions. The writer uses a wide range of conventions. Strong, effective use of punctuation guides the reader through the text. Spelling is accurate even on more difficult words. *We all thought nothing could be funnier....*

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STUDENT WRITING SAMPLE 2
The Contest

Write the final copy of your paper here.

It all started when I saw the contest rules pasted all over the school bulletin board.

You see, I'm that kind of kid that's always on the lookout for contests and prizes and stuff. By the way, the name is Nickel.

Well, I was checking out the bulletins for new contests, and I come across this paper that looked interesting.

The prize - where's the prize - ah - here it is. What?

The prize was a trip to Iowa's pig farms. Great prize, right? Well, at least it was something.

Anyway, I read the paper over carefully. You know sometimes they put things in the small print that you don't know about until you get your entry back in the mail done completely wrong.

Well, I have had experience with that before and it wasn't going to mess me up this time.

So I was getting myself all hyped up for this thinking "Pigs aren't that bad are they?" and other things like that.

Then I saw what I had to do. This wasn't the ~~kind~~ kind of thing where you write your name on a piece of paper and hope it gets picked in a drawing, no, I had to write a story! Can you believe it? Me - the World's greatest writer? And it said I had to write about Education. Education! I knew even ~~less~~ less about school than I did about writing. What do they think I am anyway?!!!

Well I wrote this weird story about not getting a good job if you didn't go to school.

I sent it in a few weeks ago and just the other day I got a reply in the mail. I had won first place! I was so surprised!!

Then there was this major change in my life. Somehow everybody found out about it and I was on T.V. on the radio, and my principal gave a special recognition for me at school. One day a lady called me to get reservations and stuff for that trip to Iowa. I was telling you about. We were almost done chatting when she added,

"Oh, by the way you were the only contestant."

Nobody else found out!

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STUDENT WRITING SAMPLE 2
Title: The Contest

This is an ACCEPTABLE response.

Ideas and Content	Organization	Voice
6 (5) 4 3 2 1	6 5 (4) 3 2 1	(6) 5 4 3 2 1
Word Choice	**Sentence Fluency**	**Conventions**
6 5 (4) 3 2 1	(6) 5 4 3 2 1	6 (5) 4 3 2 1

Note: Underlined sentences are taken directly from the Student Version of the Scoring Guide in Appendix B.

Ideas and Content: This paper scores a **5** in ideas. The writing is clear, focused and interesting. It holds the reader's attention. The writing makes connections and shares insights.

Organization: This paper scores a **4** in organization. The writing has a clear beginning, a body that is easy to follow with details that fit where placed, and a conclusion with a surprise ending. The writer uses the same transitions over and over: for example, *"well"* and *"then"*. Some paragraphs are only one sentence.

Voice: This paper scores a **6** in voice. The writer has an exceptional ability to speak to the reader and shows liveliness and originality. *You see, I'm that kind of kid that's always on the lookout for contests and prizes. By the way, the name is Nicki.*

Word Choice: This paper scores a **4** in word choice. Words make the message clear, but may not paint a picture in the reader's mind. Words that work, but do not particularly energize the writing. *I am always on the lookout for contests and prizes and stuff. Thinking "Pigs aren't that bad, are they? and other stuff like that. One day a lady called me to get reservations and stuff for that trip I was telling you about.*

Sentence Fluency: This paper scores a **6** in fluency. The sentences have a variety of lengths, beginnings, and patterns which effectively fit together. Sentences have a natural, fluent sound. *The prize - where's the prize- oh- here it is....what?*

Conventions: This paper scores a **5** in conventions. The writing shows strong control over a variety of conventions with little need for editing. Punctuation helps guide the reader through the text.

STUDENT WRITING SAMPLE 3

Title: The Broken Leg

Write the final copy of your paper here.

The Experense of Having a Broken Leg

On Saterday March 24 1990. I broke my leg. My Dad took me to the hospital. I had to go to the emergency room. I had to get X-rays. I had to be in traction all night. The food at the hospital was terrible. I had to get a cast. I had to go to the bathroom on a bedpan. I had to have a tutor. I had to sleep in a hospital bed. I had to be in a wheele chair. I had to be waited on. I had to use a spitton to brush my teeth.

Please turn the page if you need more space.

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STUDENT WRITING SAMPLE 3
Title: The Broken Leg

This sample is NOT an ACCEPTABLE response.

Ideas and Content 6 5 4 (3) 2 1	**Organization** 6 5 4 3 (2) 1	**Voice** 6 5 4 3 (2) 1
Word Choice 6 5 4 3 (2) 1	**Sentence Fluency** 6 5 4 3 (2) 1	**Conventions** 6 5 4 (3) 2 1

Note: Underlined sentences are taken directly from the Student Version of the Scoring Guide in Appendix B.

Ideas and Content: This paper scores a **3** in ideas. The reader can understand the main ideas. Supporting details are often limited, not enough in some areas and somewhat general. The writer doesn't share how his/her leg was broken or why this was a surprising experience. *I broke my leg. My Dad took me to the hospital. I had to go to the emergency room....*

Organization: This paper scores a **2** in organization. The writing lacks a clear organizational structure. There is a missing ending with a lack of transitions. Details seem to be randomly placed. Most of the sentences could be arranged in any order; there does not seem to be a plan or structure that guides the reader through the story. There is no clear beginning, middle and end.

Voice: This paper scores a **2** in voice. The writing provides little sense of involvement or commitment. The writing tends to be flat and lifeless. The writer tells what happened, but doesn't share how he/she felt or why this was a surprising experience. The writer instead lists his/her experiences in the hospital. We are only told the facts.

Word Choice: This paper scores a **2** in word choice. The writer repeats words. Words are not specific or colorful and do not create pictures for the reader. Images are fuzzy or absent all together. There is a lack of descriptive words (adjectives and adverbs) and overuse of vague verbs. *I had to.... The food was terrible.*

Sentence Fluency: This paper scores a **2** in fluency. Sentence patterns are monotonous and a significant number are choppy. Almost all the sentences begin *I had to....* The first sentence is actually a phrase. *On Saturday March 24, 1990.*

Conventions: This paper scores a **3** in conventions. The writing demonstrates limited control of standard conventions; there is significant need for editing. Spelling errors distract the reader. *Tracktion, terbble, bedpan, weale chair, wated on, us* for *use.*

STUDENT WRITING SAMPLE 4

Title: Skateboarding

Write the final copy of your paper here.

I was with my friends and Joe came over and said jack me out and he was riding a skateboard. I Told my mom and we went to get 35 dollar and we got one. I Tried and Tried and then I got it but after a few more days. I got on it and Kyow. I knew how to ride a skateboard.

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STUDENT WRITING SAMPLE 4
Title: Skateboarding

This is NOT an ACCEPTABLE response.

Ideas and Content	Organization	Voice
6 5 4 3 (2) 1	6 5 4 (3) 2 1	6 5 4 3 (2) 1
Word Choice	**Sentence Fluency**	**Conventions**
6 5 4 3 (2) 1	6 5 4 3 (2) 1	6 5 4 3 (2) 1

Note: Underlined sentences are taken directly from the Student Version of the Scoring Guide in Appendix B.

Ideas and Content: This paper scores a **2** in ideas. Main ideas and purpose are somewhat unclear; development is attempted but minimal. The reader is not sure of the purpose and main ideas but can make some assumptions.

Organization: This paper scores a **3** in organization. An attempt has been made to organize the writing; a beginning and ending which although present, are underdeveloped.

Voice: This paper scores a **2** in voice. The writing provides little sense of involvement or commitment; the writing tends to be largely flat, lifeless, stiff, or mechanical. The writer doesn't share why this experience was a surprise or how he felt about it.

Word Choice: This paper scores a **2** in word choice. Language is monotonous and misused, or not specific. *Know for now,...we went go get 35 dollar and we got one.*

Sentence Fluency: This paper scores a **2** in fluency. Awkward sentence structure forces the reader to slow down or re-read. *I Tried and Tried and then I got hit but after a few more days. I got on it and know. I know how to ride a skate board.*

Conventions: This paper scores a **2** in conventions. The writing demonstrates little control of standard writing conventions. Substantial need for editing.

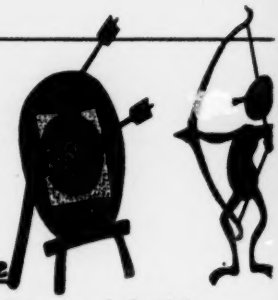
MATHEMATICS

Mathematics -- for many of you, that means fun. In fact, we know fifth graders love math because it takes good thinking and challenges their problem solving skills. The Arizona Mathematics Standards require that we teach ALL students how to do math because we believe that ALL students can learn how to do math. And in this very technical world of ours, you NEED to know how to do math if you hope to have a lot of good job choices when you grow up. We don't expect you to do this alone. Teachers are working hard to find ways of teaching math so that it is easier to understand. If you get stuck, ask lots of questions. But don't forget to do your homework. Learning anything takes time and practice. And remember! Learning mathematics very well at this level will help you more easily learn the advanced mathematics in middle school and high school.

About the Test

Questions in AIMS-Mathematics will require both multiple choice responses worth 1 point each and a few (about 9) short answer responses worth up to 2 points each. There are around 45 questions and it should take *about* 2 to 3 hours to complete. But remember that this test is a power test, NOT a timed test. That means you can take as much time as you need to do your best. Although calculators are not allowed, you can do the arithmetic problems with pencil and paper. Most of the questions will be general understanding of mathematics and problem-solving skills. But it won't hurt to practice your addition, subtraction, multiplication and division tables!

HINTS FOR IMPROVING YOUR AIMS - MATHEMATICS



- Remember! This is NOT a timed test! **Take as much time as you need** and do your best work.
- **Estimate an answer first** so you can **check** if your answer is **reasonable**.
- Calculators are not allowed in this test, so **be careful** with your calculations and **double-check** your work.
- Multiple choice questions - look at **ALL** the choices and choose the **BEST** one.
- Short-answer problems - **show ALL your work - always,** even if you think you can do the steps in your head without writing them out!
- Write your answer as though the person reading it knows nothing about this problem. You might think a problem is so simple you shouldn't have to write out any steps. But **you will not get all the points if** you do not show how you arrived at the answer.
- On the short answer problems, be sure your explanation **is clear to the readers** and that your written answer **says what you mean**.
- Short answer problems are to be written on a grid-like space in your Answer Booklet. **This does NOT mean necessarily that you have to graph your answer.** Just write in that grid space as if it were blank space. If you do have to make a graph, the gridlines will help you do so.

MATHEMATICS STANDARDS: ESSENTIALS LEVEL

M.E1: Number Sense. Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.

M.E2: Data Analysis and Probability. Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments, and to solve a variety of real-world problems.

M.E3: Patterns, Algebra and Functions. Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data, and graphs within a variety of real-world problem-solving situations.

M.E4: Geometry. Students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.

M.E5: Measurement and Discrete Mathematics. Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos that have evolved out of the age of technology.

M.E6: Mathematical Structure/Logic. Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.

SAMPLE QUESTIONS - MATHEMATICS

WHAT TO EXPECT FROM THIS SECTION

This *5th Grade Student Guide for AIMS - Mathematics* provides examples of the format and types of questions that will appear on the test. Each of the six Standards is presented with some *general* concepts listed for that section. However, these lists do *not* include every concept. See the publication *Arizona Academic Standards* to find a complete listing of the concepts for each Standard in the *"Essentials"* section. If you don't have one of these at home, see your teacher.

Each question in this *Guide* is referenced to the standard and concept it is assessing. An attempt has been made to provide a sampling of the types of questions that might be asked; but not every concept in each standard has a corresponding sample question in this *Guide*. An answer key for all mathematics sample questions is provided in Appendix A (page 45), including acceptable answers for short answer questions. Finally, you will find a blank answer sheet master on page 41. Make as many copies of this master as you like to practice writing your responses to the short-answer questions.

Answer key is on page 45

STANDARD 1: Number Sense

General concepts you should know:

- Proficiency with the operations of addition, subtraction, multiplication, and division, including their inverse relationships
- Evaluate reasonableness of results using a variety of techniques, including mental math
- Compare and order whole numbers, common fractions, decimals, and rational numbers
- Equivalent forms of numbers
- Factorization of whole numbers
- Proficiency with simple graphs

Question #1 (assesses concept 1M.E1.PO1 - compare and order using concrete or illustrated models . rational numbers)

Which of the following lists these numbers in order from LEAST to GREATEST?

8.250
2.825
28.250
28.025
2.082

A. 8.250, 2.082, 2.825, 28.025, 28.250
B. 2.082, 2.825, 8.250, 28.250, 28.025
C. 2.082, 2.825, 8.250, 28.025, 28.250
D. 28.250, 28.025, 8.250, 2.825, 2.082

Question #2 (assesses concept 1M.E2.PO1 - represent the process of multiplication as repeated addition...)

Which of these expressions could be used to find the total number of turtles?

A. 3 + 4
B. 3 x 4
C. 4 + 4
D. 3 x 3

Question #3 (assesses concept 1M.E2.PO3 - write the family of equations using inverse operations for a given set of numbers)

NOTE: This question requires a short answer response. The directions on your test booklet will tell you to "Do Number __ in the Answer Booklet." An example of the answer space on the test is provided (page 41) for you to make copies to practice.

Write the family of 4 equations of inverse operations for 9, 5, and 45, using multiplication and division. The first one is given for you. Use a copy of the blank answer grid on page 41 to write your answer.

$9 \times 5 = 45$

Question #4 (assesses concept 1M.E3.PO1a - calculate using multiplication/division)

Multiply:

$$\begin{array}{r} 499 \\ \times 63 \\ \hline \end{array}$$

A. 31,437
B. 32,437
C. 34,137
D. 34,237

Question #5 (assesses concept 1M.E4.PO1 - state the factors for a given whole number)

Which of the following lists ALL the factors of the number 28?

A. 1, 2, 3, 4, 5
B. 4, 7, 14
C. 1, 2, 4, 7, 14, 28
D. 2, 4, 7, 14

Question 6 (assesses concept 1M.E5.PO2 - demonstrate the relationship and equivalency among decimals, fractions, ratios, and percents)

Which percent should go in the box to make the sentence true?

$$\frac{2}{10} = .20 = \underline{\quad}$$

A. .20%
B. 2.0%
C. 200%
D. 20%

STANDARD 2: Data Analysis and Probability

General concepts you should know:

- Construct charts, tables and plots using the appropriate graphical format to present the data (for instance, bar, circle, and line graphs; frequency tables, Venn diagrams)
- Compare results of an investigation with a given prediction
- Measures of central tendency (mean, median, mode)
- Counting strategies, outcome sets, probability
- Probability/outcomes of simple events

Question #7 (assesses concept 2M.E1.PO1 - construct bar graphs, line graphs, frequency tables and Venn diagrams)

NOTE: Questions 7 & 8 require a short answer response. The directions on your test booklet will tell you to "Do Number __ in the Answer Booklet." An example of the answer space on the test is provided for you to make copies to practice.

Students in all the fifth-grade classes voted for which day of the week before Christmas break they preferred to make their presentations. The results are shown in the table below.

Preferred Day	Votes
Monday	5
Tuesday	14
Wednesday	11
Thursday	22
Friday	35

Use a copy of the blank answer grid on page 41 to draw a bar graph to show the results of the vote. Your graph should have labels and a title.

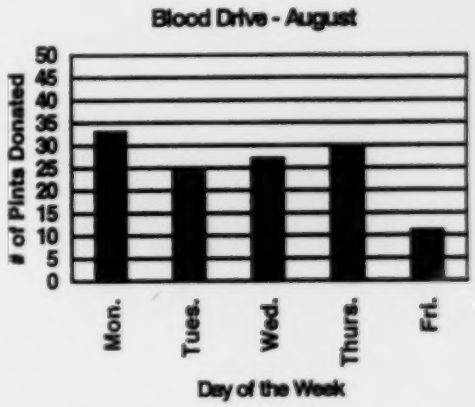
Question #8 (assesses concept 2M.E1.PO1 - construct bar graphs, line graphs, frequency tables and Venn diagrams)

The table below shows the average temperature in each of 4 months for Phoenix. Use a copy of the blank answer grid on page 41 to draw a line graph that shows how data changes over time. Your graph should have labels and a title.

	January	April	July	October
Phoenix	66° F	85° F	106° F	88° F

Question #9 (assesses concept 2M.E1.PO2 - interpret and analyze data from graphical representations and draw simple conclusions)

The hospital's monthly blood drive was last week. The graph below shows the pints of blood donated to the hospital for each day.



Which of the following statements is true?

A. Most blood donations were made on Friday.
B. The number of blood donations was the same on Monday and Thursday.
C. Fewer blood donations were made on Friday than any other day.
D. No conclusion can be made by looking at the graph.

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Question #10 (assesses concept 2M.E2.PO1 - formulate predictions from a given set of data...)

The table below shows the number of miles each person runs each day.

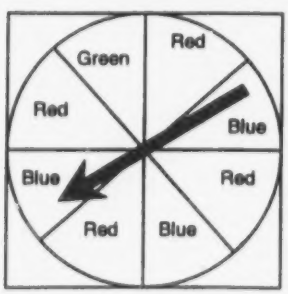
	Kathy	Bill	Marie	Paul
Monday	2.3	1.6	1.8	1.7
Tuesday	1.6	1.9	1.9	1.0
Wednesday	2.1	2.1	2.0	.9
Thursday	1.9	2.0	2.2	1.9
Friday				

If the trend continues, who is most likely to run the farthest on Friday?

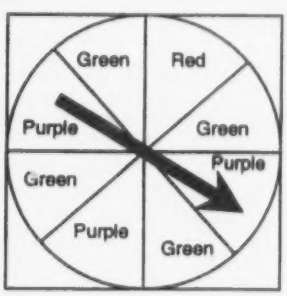
A. Kathy B. Bill
C. Paul D. Marie

Question #11 (assesses concept 2.5.3 - describe events that are certain or impossible)

If you spin the first spinner once, and then the second spinner once, which color combination is NOT possible?



Spinner 1



Spinner 2

A. Blue, red B. Green, green
C. Purple, red D. Red, red

Question #12 (assesses concept 2M.E5.PO - identify outcomes that are more likely, less likely, or equally likely to occur)

In a bag of cards, $\frac{1}{3}$ are green, $\frac{1}{4}$ are white, $\frac{1}{4}$ are yellow, and $\frac{1}{6}$ are blue. If someone takes a card from the bag without looking, which color is it **MOST LIKELY** to be?

A. White B. Blue
C. Green D. Yellow

STANDARD 3: Algebra

Concepts you should know:

- Simple geometric and number patterns
- Describe a rule for patterns
- "Output" from a given "input"
- Solve simple equations
- Graph given data points (whole numbers)

Question #13 (assesses concept 3M.E1.PO1 - extend simple geometric and number patterns)

Study the pattern in the table below. What number should go in the empty space in the table?

Column A	Column B	Column C
1	2	6
2	4	12
3	6	18
4	8	24
5		30

A. 10 B. 15
C. 12 D. 20

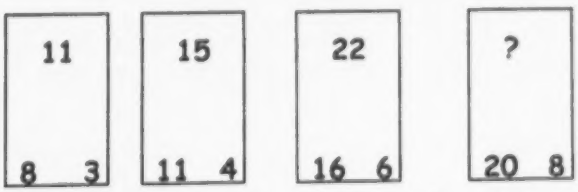
Question #14 (assesses concept 3M.E1.PO1 - extend simple geometric and number patterns)

Figure 1 Figure 2 Figure 3 Figure 4

How many small triangles should there be in Figure 2 to fit the pattern?

A. 7 B. 9
C. 10 D. 14

Question #15 (assesses concept 3M.E1.PO3 - describe a rule for a simple pattern)
NOTE: Question 15 requires a short answer response. The directions on your test booklet will tell you to "Do Number __ in the Answer Booklet."



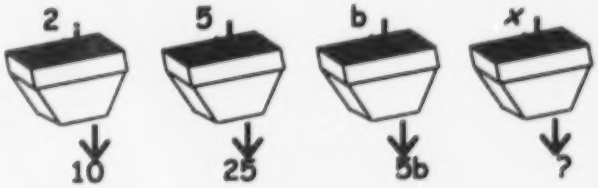
The numbers at the bottom of each box are related to the numbers at the top of the box according to a certain rule. Use a copy of the blank answer grid on page 41 to write the rule for the number that goes in the empty box.

REMEMBER! Even if math is hard for you, you <u>can</u> get better with practice.

Ask questions if you need help. DON'T GIVE UP!!!

Question #16 (assesses concept 3M.E4.PO3 - compute an "output" for a given "input"...)
(Please note: "function machines" may vary in design)

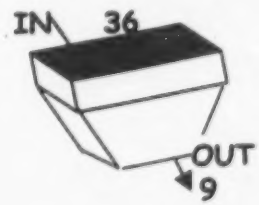
A function machine multiplies a number by 5.



What number would you get if you put an x into the function machine?

A. $5 - x$ B. $5x$
C. $x - 5$ D. $\frac{x}{5}$

Question #17 (assesses concept 3M.E4.PO3 - compute an "output" for a given "input"...)
(Please note: "function machines" may vary in design)



If a 40 goes into the above function machine, what number will come out?

A. 9 B. 10
C. 4 D. 160

Question #18 (assesses concept 3M.E7.PO1 - solve simple equations...)

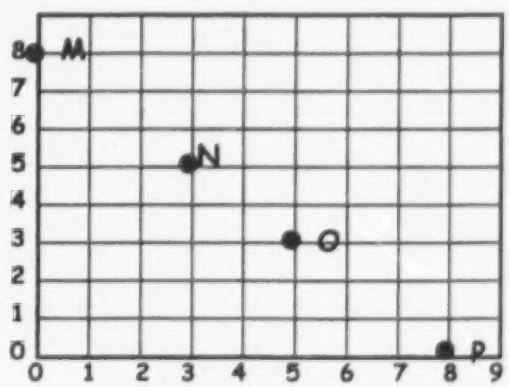
What number should go in the box to make the number sentence true?

$3 \times \square = 15$

A. 15 B. 45
C. 5 D. 3

Question #19 (assesses concept 3M.E7.PO3 - graph given data points...on a coordinate grid...)

Which letter represents the ordered pair (3, 5)?



A. P B. M
C. O D. N

STANDARD 4: Geometry

Concepts you should know:

- Properties of simple two- and three-dimensional geometric figures, including how to draw two-dimensional figures
- Basic geometric relationships such as similarity, congruence, angle measure, parallelism and perpendicularity, symmetry
- Transformations (turns, flips, slides)
- Solve problems with given formulas (area and perimeter)

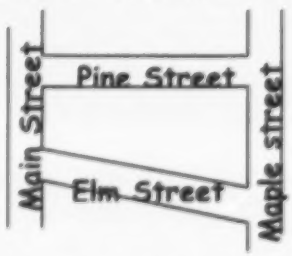
Question #20 (assesses concept 4M.E1.PO2 - identify properties of figures using appropriate terminology)

Which of these shapes could be made with ONLY one pair of parallel lines?

A. circle B. rectangle
C. trapezoid D. triangle

Question #21 (assesses concept 4M.E2.PO5 - identify lines that are parallel and perpendicular)

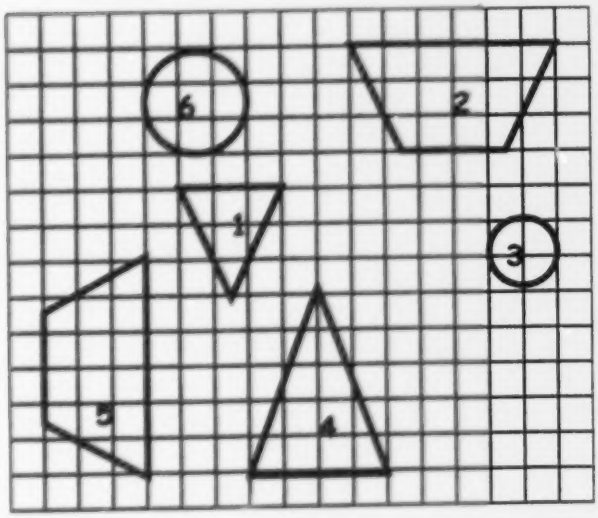
Looking at the map below, which road is perpendicular to Main Street?



A. Elm Street B. Oak Street
C. Maple Street D. Pine Street

Question #22 (assesses concept 4M.E2.PO6 - distinguish congruent shapes)

Which pair of figures are congruent?



A. 1 & 4
B. 3 & 6
C. 2 & 3
D. 2 & 5

Question #23 (assesses concept 4M.E4.PO1 - solve problems using given formulas for area and perimeter)

What is the perimeter of the rectangle below?

(Perimeter = 2 x width + 2 x length)

4 inches

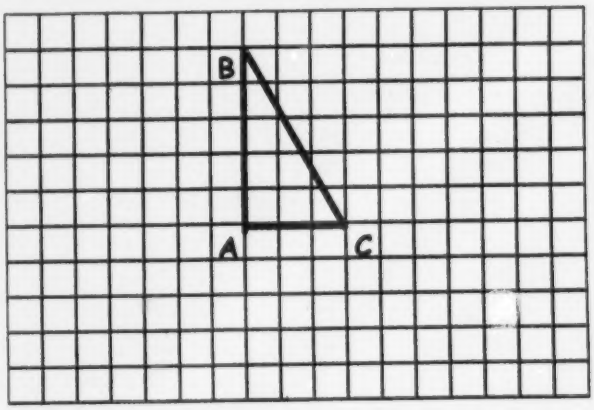
9 inches

A. 13 inches
B. 36 inches
C. 26 inches
D. 52 inches

Question #24 (assesses concept 4M.E3.PO2 - illustrate slide, flip or turn...)

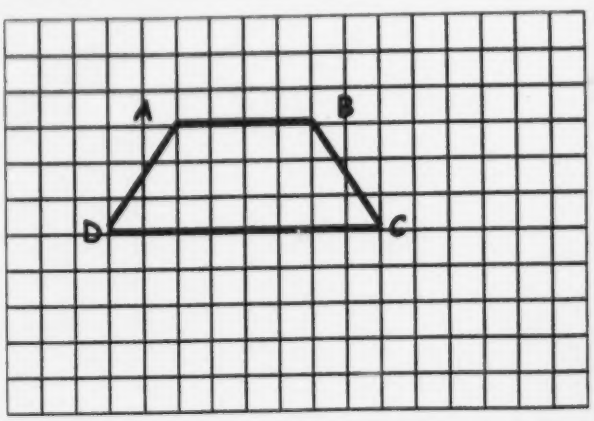
NOTE: Questions 24 and 25 require a short answer response. The directions on your test booklet will tell you to "Do Number ___ in the Answer Booklet."

Use a copy of the blank answer grid on page 41 to copy figure ABC. Then move the figure 2 units to the left and 4 units down. Draw the figure in its new position.



Question #25 (assesses concept 4M.E3.PO2 - illustrate slide, flip, or turn...)

Use a copy of the blank answer grid on page 41 to copy figure ABCD. Then draw a 90° counterclockwise rotation of the figure, using point B as the center for the rotation.



STANDARD 5: Measurement & Discrete Mathematics

Concepts you should know:

- U.S. customary and metric units and conversion *within* each
- Selection of appropriate measuring tool
- Appropriate degree of accuracy to solve problems
- Distance, perimeter, area, weight
- Calculate area and perimeter of polygons using given formulas
- Effect on perimeter and area when one dimension of an object is altered

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Question #26 (assesses concept 5M.E1.PO2 - convert measurements within a specific measurement system)

Which of these measurements is longer than one meter?

A. 10 centimeters B. 10 millimeters
C. 10 decimeters D. 10 dekameters

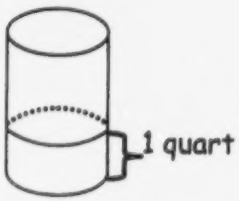
Question #27 (assesses concept 5M.E2.PO1 - select and use appropriate units and tools...)

Bill wants to draw 4 circles on his notebook paper and measure the diameters to the nearest centimeter. What tools would he need?

A. a protractor and a metric ruler
B. a thermometer and a metric ruler
C. a tape measure and a watch
D. a compass and a metric ruler

Question #28 (assesses concept 5M.E3.PO2 - record estimates and measurements for distance, perimeter, area, weight)

The diagram below shows a container which has 1 quart of water in it. About how much does the container hold altogether if it were filled to the top?



A. 3 quarts B. 5 quarts
C. 4.5 quarts D. 10 quarts

Question #29 (assesses concept 5M.E4.PO1 - develop a procedure or formula to solve area and perimeter problems)

NOTE: Question 29 requires a short answer response. The directions on your test booklet will tell you to "Do Number ___ in the Answer Booklet."

Marta measured the length and width of a rectangular dining room table to find out how much padded cloth to buy to protect the top of it. How can Marta use these two measurements to find the area of the dining room table top? Use a copy of the blank answer grid on page 41 to write your explanation.

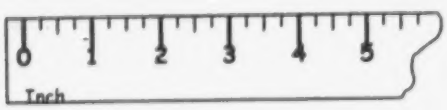
STANDARD 6: Mathematical Structure and Logic

Concepts you should know:

- Ratios, proportions, and percents
- Algorithmic procedures
- Construction of simple valid arguments

Question #30 (assesses concept 6M.E2.PO1 - design a method for solving a problem; justify the method; this specific problem incorporates concept 5M.E2.PO3)

Eduardo's younger sister Mariana wants to know how precise she can be using a particular instrument. Use a copy of the blank answer grid on page 41 to write what Eduardo should say to Mariana about the greatest precision of the ruler below and give the explanation.



Question #31 (assesses concept 6M.E3.PO1- construct simple valid arguments using *if...then* statements...)

The following chart gives sunrise and sunset times in Yuma, Arizona at 3 different times of the year.

	Sunrise	Sunset
January	7:44 a.m.	5:55 p.m.
May	5:40 a.m.	7:33 p.m.
September	6:24 a.m.	6:47 p.m.

Using this table, which of the following statements is true?

A. If it is January, then the sun is up at 6:00 a.m.
B. If it is September, then there are exactly 12 hours of daylight.
C. If the soccer team can only play in daylight, then in May the team could still be playing at 7:00 p.m.
D. If a store's lights turn on at sunset, then in May the store's lights would be on at 7:15 p.m.

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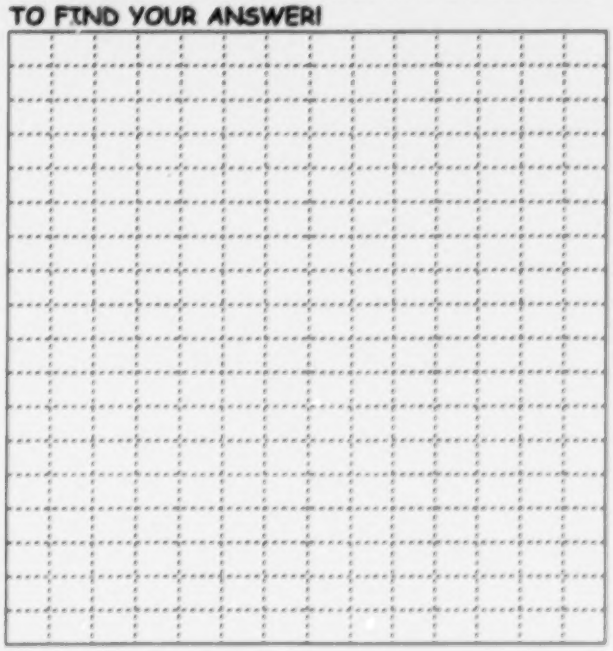
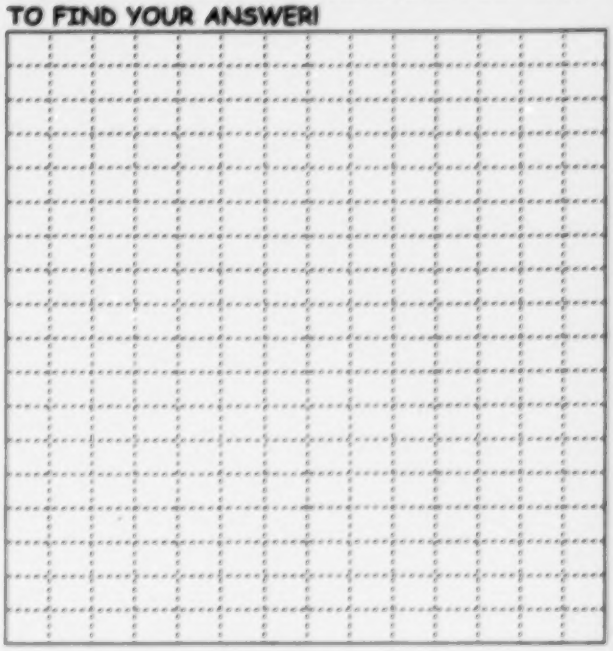
Answer Sheet Master for Short Answer Mathematics Problems

Make copies of this sheet to practice your short answer questions. *(Note that the answer space for short-answer questions is a grid. This does NOT mean that you are to graph your answer. Simply write your explanation or show your work in the grid.*

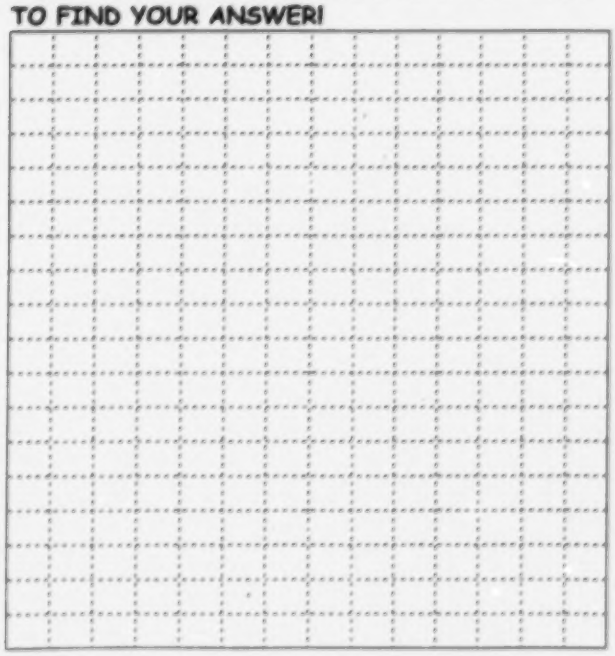
Answer Grid. SHOW ALL THE STEPS YOU TOOK TO FIND YOUR ANSWER!



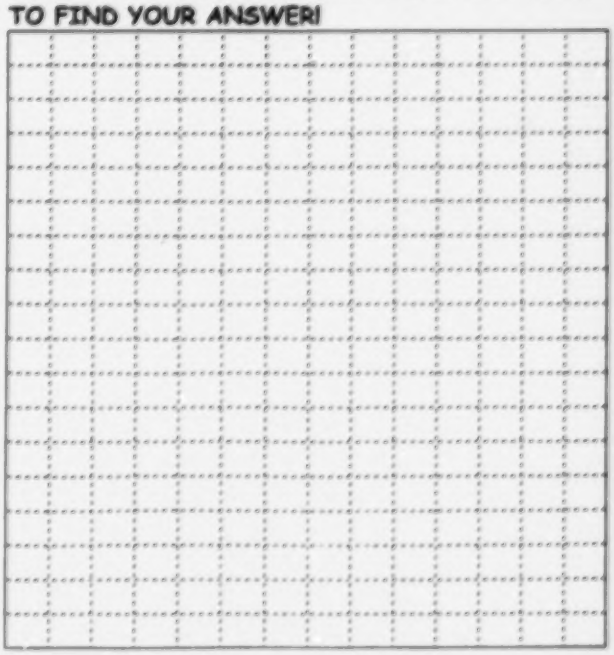
Answer Grid. SHOW ALL THE STEPS YOU TOOK TO FIND YOUR ANSWER!



Answer Grid. SHOW ALL THE STEPS YOU TOOK TO FIND YOUR ANSWER!



Answer Grid. SHOW ALL THE STEPS YOU TOOK TO FIND YOUR ANSWER!



APPENDICES

APPENDIX A - Answer Keys

READING KEY

Question 1	A
Question 2	C
Question 3	C
Question 4	B
Question 5	B
Question 6	D
Question 7	B
Question 8	A
Question 9	C

Question 10 Score Points:

2 points: Response gives any two correct examples of how bird talk helps birds survive: attracting mates, warning one another of danger, claiming territories, calling offspring.

1 point: Response gives one correct example.

0 points: Other, (example incorrect)

Example of a 2 Point Response for Reading Question 10:

Birds talk to warn each other when there is danger and to call their young.

Example of a 1 Point Response for Reading Question 10:

They let each other know when something dangerous is around.

Question 11 Score Points:

3 points: Response includes any three tips for becoming an expert at bird talk with details:

- Watch and listen to develop an ear
- Follow one bird for a long time
- Jot down what you hear in scientific shorthand
- Record bird talk using a microphone and tape recorder
- Play a tape of bird songs and watch what happens

2 points: Response includes any two tips.

1 point: Response includes any one tip.

0 points: Other responses.

Example of a 3 Point Response for Reading Question 11:

If you want to become an expert at bird talk, watch and listen to birds to develop an ear. Then record their songs and play them for other birds to see how they respond. Listen and follow one bird for a long time.

Example of a 2 Point Response for Reading Question 11:

Use scientific notation to write down bird talk. Learn to develop an ear for bird talk.

Example of a 1 Point Response for Reading Question 11:

Record bird talk using a microphone.

WRITING KEY

Question 1 A
Question 2 C
Question 3 C
Question 4 B
Question 5 A
Question 6 C
Question 7 D

Question 8 Score Points:

3 points: Student's response is a paragraph with a clear beginning, middle and ending. The writer stays focused on the topic, maintains a logical sequence, uses descriptive words and dialogue, and meets the requirements of the prompt. The paragraph contains few, if any, errors in conventions.

2 points: Student's response is a paragraph with a beginning, middle, and ending. The writer stays mostly focused on the topic, but may have some problems with sequencing. The writer uses some descriptive words and dialogue. Mistakes in conventions generally do not distract from the meaning.

1 point: Student makes an attempt to answer the question, but the response is unfocused, and not in paragraph form. Words are uninteresting and dialogue is either missing and/or is incorrect. Frequent errors in conventions.

0 points: Other responses

Example of a 3 Point Response for Writing Question 8:

It was raining again for the fifth day in a row. The sky was dark, and the rain was pouring down in thick sheets. The animals stood on the riverbank and watched anxiously as the water began to rise. "What are we going to do if it keeps raining like this?" Squirrel asked in a worried voice. "We are going to have to make a plan," said Owl. "Let's move to higher ground and stick together," said Fox. "We can return when the rain stops. While we wait, we can help each other out and be company for each other." Everyone agreed Fox's plan was a good one.

Example of a 2 Point Response for Writing Question 8:

Two giraffes at the zoo were talking to each other about all the people who visit them. "Why do they feed us when the sign says don't feed the animals? "I don't know, but I hope they keep doing it! The other giraffe said.

Example of a 1 Point Response for Writing Question 8:

The cat sed that he didn't like holidays becuz there was to much company coming over and the dog sed that he like holidays because he gets lot of left overs.

Question 9 Score Points:

3 points: Student writes a letter with a clear beginning, middle and ending. The writer stays fully focused on the topic, and includes at least three details, for example, when, where, with whom. Letter follows the format of a friendly letter and contains few, if any, errors in conventions.

2 points: Student writes a letter with a beginning, middle and ending. The writer stays focused on the topic, but details may be incomplete. The writer strays from standard letter format and the writing contains some errors in conventions.

1 point: Student attempts to respond to the prompt, but lacks a beginning, middle, or end. The letter may be too brief to accomplish the task with important details missing. Does not follow letter format, and frequent errors interfere with meaning.

0 points: Other responses

Example of a 3 Point Response for Writing Question 9:

May 12, 2000

Dear Mike,

How are you? I hope everything is fine. Are you finished with school yet? We have one more week!

My family is planning a camping trip this summer to the Grand Canyon, and my parents said I could invite a friend. I thought of you, of course! Would you like to come with us? We will be going from June 20 to June 28. We could pick you up at your house on our way. We have all the equipment, you would just need to bring your clothes and a sleeping bag.

Let me know if you can come. I hope you can!

Your friend,

Steve

Example of a 2 point response for Question 9:

Hi Jane:

I am inviting you to a camping trip with me and my family June 14-21. I hope you can come. Cal me or rite back and let me know?

Example of a 1 point response for Question 9:

Woud you want to go campin wit me. It wil fun. I hop you can too.

Question 10 Score Points:

2 points: Student response includes at least three logical and sequential steps and uses transition words appropriately.

1 point: Student response includes at least three logical and sequential steps, but no transitional words OR includes only TWO steps, and one or two transitional words.

0 points: Other responses

Example of a 2 point response for Question 10:

Do you know how to make popcorn in the microwave? First, open the package so that the bag is flat with the arrows pointing up. Then, place the bag in the microwave. Set the timer for 1-2 minutes. Finally, eat and enjoy!

Example of a 1 point response for Question 10:

Making a fruit salad is easy. Cut up the fruit and then put it in a bowl.

MATHEMATICS KEY

Question 1 C
Question 2 B
Question 3 Score Points:

2 points: Correctly listing the 3 equations with no incorrect equations.

Example 1

$9 \times 5 = 45$ $5 \times 9 = 45$
$45 \div 5 = 9$ $45 \div 9 = 5$

(NOTE: The first equation [9x5=45] does NOT need to be listed)

Example 2

$9 \times 5 = 45$ $5 \times 9 = 45$

$45 \div 9 = 5$ $9\overline{)45}\ 5$

1 point: Any one of the following:

- List 3 correct equations. No more than 2 incorrect and/or incomplete equations may also be listed. See example 3.
- List 2 correct equations. No more than 1 incorrect and/or incomplete equation may also be listed. See example 4.

Example 3

$5 \times 9 = 45$
$45 \div 5 = 9$
$45 \div 9 = 5$
$9 \div 45 = 5$

Example 4

$5 \times 9 = 45$
$45 \div 5 = 9$

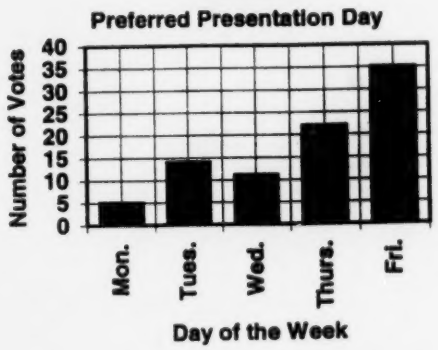
0 points: Other responses.

Question 4 A
Question 5 C
Question 6 D

Question 7 Score Points:

2 points: For a bar graph with all 5 bars correctly graphed and labeled, a correct title, correct labels, and a consistent scale indicated. (NOTE: A scale must be more than just the numbers in the prompt unless those numbers are correctly and proportionately spaced.)

Example 1



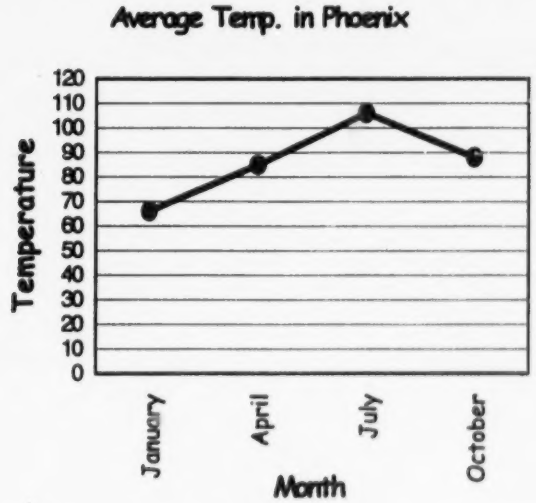
1 point: For any one of the following:

- 5 correctly graphed and labeled bars. Title and/or axes labels may be missing or incorrect. Scale may be inconsistent or missing. If scale is missing, assume each grid line (on answer document) = 1 unit.
- 4 correctly graphed and labeled bars, correct title and labels. Consistent scale is shown.
- A line or scatter plot correctly graphed and labeled, a correct title, correct labels and consistent scale indicated.

0 points: Other responses

Question 8 Score Points:

2 points: For a line graph correctly graphed and labeled, a correct title, correct labels, and a consistent scale indicated. (NOTE: A scale must be more than just the numbers in the prompt unless those numbers are correctly and proportionately spaced.)



1 point: For any one of the following:

- 3 correctly graphed and labeled points, correct title and labels. Consistent scale is shown.
- A bar graph or scatter plot correctly graphed and labeled, a correct title, correct labels and consistent scale indicated.
- 4 correctly graphed and labeled points. Title and/or axes labels may be missing or incorrect. Scale may be inconsistent or missing. If scale is missing, assume each grid line (on answer document) = 1 unit

0 points: Other responses

Question 9 C
Question 10 D
Question 11 C
Question 12 C
Question 13 A
Question 14 B

Question 15 Score Points:

2 points: For correctly identifying the rule for the number that is missing at the top of the last box

Example 1

The missing number is equal to the number on the bottom left plus the number on the bottom right.

Example 2

The missing number minus the number on the bottom left equals the number on the bottom right.

Example 3

The number on the top is equal to the sum of the two numbers on the bottom.

Example 4

Writing any one of the following equations:
8 + 20 = 28; 20 + 8 = 28; 28 - 8 = 20; 28 - 20 = 8

1 point: Any one of the following:

- stating 28 with an incorrect or incomplete explanation
- showing at least 1 equation from the families of equations shown in example 4.

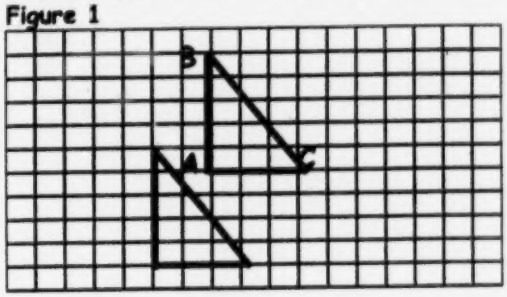
0 points: Other responses.

Question 16 B
Question 17 B
Question 18 C
Question 19 D
Question 20 C
Question 21 D
Question 22 D
Question 23 C

Question 24 Score Points:

2 points: For correctly drawing the triangle ABC 2 units to the left and 4 units down from the original figure. NOTE: If the answer is labeled, it must be labeled correctly. The response must include an original figure in order to get full credit.

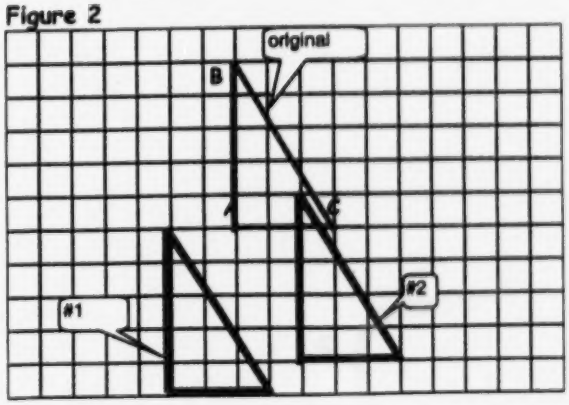
Figure 1



1 point: Student responds in any **one** of the following ways (see examples):

- Correctly drawing the triangle ABC 2 units to the left and 4 units down, but the vertices are incorrectly labeled
- Correctly drawing the given triangle 2 units to the left of the original, but may also have been moved up 4 units, or down 3 or 5 units (only) (see #1 on Fig. 2)
- Correctly drawing the given triangle 4 units down from the original, but may also have been moved 2 units to the right of the original, OR 1 or 3 units to the left of the original (only) (see #2 on Fig 2)
- Correctly drawing a different triangle & correctly sliding it 2 units to the left and 4 units down

Figure 2

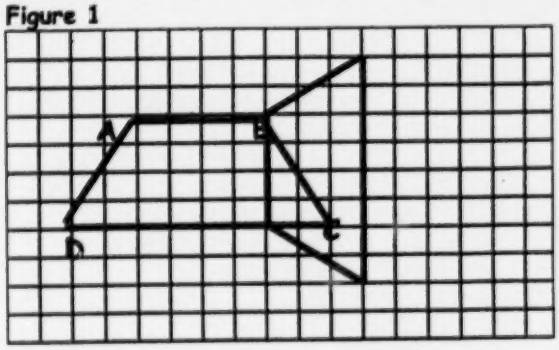


0 points: Other responses

Question 25 Score Points:

2 points: For correctly drawing the trapezoid ABCD rotated 90° counterclockwise around point B. NOTE: If the answer is labeled, it must be labeled correctly. Unless noted otherwise, the response must include a copy of the original trapezoid ABCD.

Figure 1



1 point: For any one of the following:

- Correctly drawing the trapezoid ABCD rotated 90° counterclockwise around point B, but the vertices are incorrectly labeled.
- Drawing a trapezoid congruent to trapezoid ABCD with the same orientation as the correctly rotated trapezoid ABCD. However, the original trapezoid has not been copied.
- Drawing the trapezoid correctly rotated 90° about any of the other 3 vertices (e.g., #1 on Fig. 2)
- Drawing a different trapezoid and correctly rotating it 90° around any vertex
- Correctly rotating trapezoid ABCD but any leg is ±1 unit different in length

0 points: Other responses.

Question 26 D
Question 27 D
Question 28 A

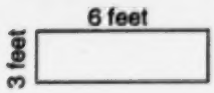
Question 29 Score Points:

2 points: For correctly explaining how to find the area of Marta's table using the length and width

Example 1:

Marta would multiply the length of the table x the width of the table.

Example 2: For using a specific length and width to show how to correctly find the area of a rectangle



6 ft x 3 ft = 18 square feet [or other proper notation; may include computation error(s)]

Example 3: *If L = 6 and W = 3, 6 x 3 = 18* [may include computation error(s)]

1 point: The following:

- Stating the correct area of a rectangle with a specified length and width without showing work or explanation

0 points: Other responses

Question 30 Score Points:

2 points: Correct unit of precision and correct explanation.

Example 1

The greatest precision that can be achieved with this ruler is the nearest $\frac{1}{4}$-inch. The greatest precision that can be achieved by using any measuring instrument is the "smallest unit on the instrument."

1 point: For any one of the following:

- Correct unit of precision and incorrect or missing explanation
- Correct explanation but incorrect or missing unit of precision

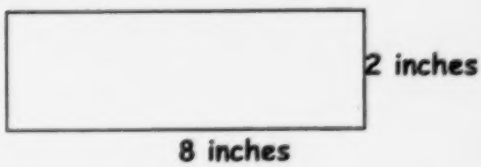
0 points: Other responses

Question 31 C

NOTE REGARDING MATHEMATICS REFERENCE SHEETS FOR 3RD and 5TH GRADE

It has been decided that, rather than including a separate reference sheet for the 3rd and 5th grade assessments, any items that require a "formula" will have the necessary formula included with the item.

Example: Find the area of the rectangle below. (Area = length x width)



IDEAS and CONTENT
Explaining my topic or message

6 **The writing is very clear, focused and interesting. It holds the readers attention all the way through.** • The writer has excellent control of the topic and has carefully selected details that clearly explain main ideas. • The main idea(s) and supporting details stand out. • The writer has selected content and details that are well suited to purpose and audience. • The writer makes connections and shares new understandings.	**5** **The writing is clear, focused and interesting. It holds the reader's attention.** • The writer is in control of the topic and has carefully chosen details that clearly explain the main ideas. • The reader can easily identify the main ideas and supporting details. • The writer has matched the way he/she presents the topic with the purpose and audience. • The writer makes connections and shares new understandings.	**4** **The writing is clear and sticks to the topic. It holds the reader's attention.** • The writer shows knowledge of the topic and has chosen details that help explain the main idea. • The reader can identify the main ideas and supporting details. • The reader can tell that the writer is aware of purpose and audience. • The writer makes some connections, and new understandings may be present.
3 **The reader can understand what the writer is trying to say, but the paper may not hold the reader's attention all the way through.** • The writer has some control of the topic; some ideas may be clear, while others may not seem to fit or are not clear. • The writing may not have enough details; details are somewhat general or are not related to the ideas. • The reader sees some ways that the writing matches purpose and audience, but it is not always clear. • The writer makes obvious or predictable connections.	**2** **The writing is somewhat unclear and has few appropriate details.** • The writer has little control of the topic; ideas are not clear. • The writing may have limited details, details that are repeated and/or details that are not related to the ideas. • The reader is not sure of the purpose and main idea(s) in the writing but can make some assumptions.	**1** **The writing is unclear and seems to have no purpose.** • The writer's ideas are very limited or may go off in several directions. • It is hard to tell what the writer really wanted to say.

APPENDIX B - Student Scoring Guide for AIMS Writing

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ORGANIZATION

Planning and using clear connections from beginning to end

6 **The writing shows careful and effective planning. The order of ideas moves the reader easily through the text.** • The writing has a strong and inviting beginning and a satisfying ending. • The writing is easy to follow. • Ideas, paragraphs, and sentences are smoothly and effectively tied together. • Details are thoughtfully placed to strengthen the message.	**5** **The writing shows careful planning. The order of ideas helps the reader follow and understand the paper from beginning to end.** • The writing has an inviting beginning and a satisfying ending. • The writing is easy to follow. • Ideas, paragraphs, and sentences are smoothly tied together. • Details fit and build on each other. Placement of details strengthens the message.	**4** **Ideas and details are presented in a way that makes sense. The paper is easy to follow.** • The writing has a clear beginning and ending. • The reader can follow the order of the writing. • Ideas, paragraphs, and sentences are tied together. • Details fit where they are placed. Placement of details helps the reader understand the message.
3 **The writer has tried to present ideas and details in a way that makes sense, but the paper may sometimes be hard to follow.** • The beginning and ending are there, but one or both may be too short or too long. • The reader has difficulty following the order of the writing. • Ideas, paragraphs, and sentences need to be tied together using connecting words, phrases or ordering. • Some details don't fit where they are placed. The reader would better understand the message if placement of details were different.	**2** **The writing lacks a clear structure which makes it difficult to follow. Re-reading may help, but sometimes the piece is too short to show an orderly development.** • The beginning and ending are either missing or poorly developed. • The reader frequently has difficulty following the order of the writing. • Ideas, paragraphs, and sentences are either not tied together effectively or connecting words and phrases are overused. • The reader is confused by details that don't fit where they are placed.	**1** **The writing is difficult to follow. The reader has to re-read often and may still be confused.** • There is no clear sense of a beginning or ending. • Ideas and details are not tied together. They often seem out of order or as if they do not fit.

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VOICE

Sounding like a real person coming through the writing

6 **The writer shows deep involvement with the topic. The writer skillfully matches the way the message sounds with the purpose and audience.** • The writer has an exceptional ability to speak to the reader. • The writer communicates effectively according to purpose and audience (writing is either close or distant, as appropriate). • The writing shows originality, liveliness, honesty, humor, suspense and/or use of outside resources, as appropriate.	**5** **The writer shows strong involvement with the topic. The reader can picture the writer behind the words. The writer effectively matches the way the message sounds with the purpose and audience.** • It is clear the writer is speaking directly to the reader. • The writing effectively matches the role of the writer; depending on the purpose and audience, the writing is either close or distant. • The paper shows originality, liveliness, honesty, humor, suspense and/or use of outside resources, as appropriate.	**4** **The writer is involved with the topic. The reader can tell who the writer is behind the words. The message sounds like it matches the purpose and the audience.** • The writer speaks to the reader in ways that connect the writer with the reader. • The writing sounds like the role the writer is playing; it matches the purpose and audience. • The paper shows some characteristics such as originality, liveliness, honesty, humor, suspense and/or use of outside resources, but their use may not be appropriate.
3 **The writer is not always very involved with the topic. The reader gets hints of who the writer is behind the words. The writer begins to match the way the message sounds with the purpose and the audience.** • The reader often feels out of touch with the topic and the writer. • The writer's connection between how the message sounds and the purpose or audience is unclear (voice is too close or too distant to be effective). • The writer gets the message across, but only in a routine sort of way.	**2** **The writer shows little involvement with the topic, purpose or audience.** • The writing lacks a purpose and an interaction between writer and reader. • The writing is likely to be overly informal and personal. • The writing is largely flat, lifeless and uninteresting.	**1** **The writer seems to make no effort to deal with the topic, purpose or audience in an interesting way.** • The writer does not seem to be writing to anyone in particular or to care whether the words or ideas will make sense to anyone else. Perhaps the writer misunderstood the assignment or may not have cared about saying anything serious, important or interesting. • The writing is flat, lifeless and uninteresting.

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WORD CHOICE

Choosing words carefully to create a picture in the reader's mind

6 **The writer thoughtfully chooses words that make the message unusually clear and interesting.** • Words are accurate, strong, specific and powerful; they create clear pictures in the reader's mind. • Vocabulary is striking and varied but natural and not overdone. • Both original expressions and everyday words are used successfully and in unusual ways.	**5** **The writer thoughtfully chooses words that make the message clear and interesting.** • Words are accurate and specific; they are used in places that help create a picture in the reader's mind. • The writer uses a wide variety of words effectively (seems natural and not overdone). • Experiments with challenging words are successful, or everyday words may be used in a new, interesting way.	**4** **The writer chooses words that help make the message clear.** • The words communicate the main idea, but may not paint a picture in the reader's mind. • The writer uses a variety of words that seem to fit. • The writing shows some experimentation with new words or everyday words being used in new ways.
3 **The writer uses words that get the message across, but only in an ordinary way.** • The words communicate the main idea, but it seems that the writer settles for just any word or phrase rather than what might work best. Some words and/or expressions may be overused. • The writer may attempt to use a variety of words, but some do not fit. • The writing shows little experimentation with new words or everyday words being used in new ways.	**2** **The writer uses words that take away from the meaning and impact of the writing.** • The writer repeats words. • Use of worn expressions begins to detract from the message. • Words are not specific or colorful and do not create clear pictures for the reader.	**1** **The writer has a difficult time finding the right words.** • The writer may repeat words or phrases over and over again. • No new words seem to be attempted. • Words do not fit or seem confusing to the reader. • Pictures are not clear in the reader's mind.

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SENTENCE FLUENCY

Creating sentences which make sense and sound like they fit together when read aloud

6 **Sentences are carefully crafted; they flow smoothly and effectively with a natural rhythm.** • The writing is natural and easy to read aloud. • Sentences have an extensive variety of lengths, beginnings, and patterns. They fit together effectively and add interest to the text. • The writer uses both simple and complex sentences effectively and creatively. • Fragments, if used at all, work well. Dialogue, if used, sounds natural and strengthens the writing.	**5** **Sentences are carefully crafted and flow smoothly with a natural rhythm from one to the next. The writing is easy to read aloud and understand.** • The writing sounds natural, is easy to read aloud and is well paced (it's long when it should be long or short and concise when it needs to be). • Sentences have a variety of lengths, beginnings, and patterns which fit effectively together. • The writer uses simple and complex sentences effectively and creatively. • Fragments, if used, work well. Dialogue, if used, sounds natural and strengthens the writing.	**4** **Sentences make sense and flow from one to the other. The writing is easy to read aloud.** • The writing sounds natural and is easy to read aloud. • Sentences have a variety of lengths, beginnings, and patterns. • The writer uses both simple and complex sentences with stronger control of simple sentences. • Fragments, if used, work. Dialogue, if used, sounds natural most of the time.
3 **Most sentences are understandable but not very smooth.** • The reader may have to re-read sometimes to follow the meaning. Some sentences drag on or are too choppy. • Although some variety is found, the writer may start several sentences the same way, or several sentences the same way, or several sentences may be the same length or pattern. • Simple sentences work well, but the writer may have trouble with more complicated sentences. • Fragments, if used, do not work well. Dialogue, if used, may not sound natural.	**2** **The sentences that are often choppy or rambling make much of the writing difficult to follow or read aloud.** • Much of the writing is difficult to follow or read aloud. • Sentence patterns are the same and monotonous. • The writing contains a significant number of awkward, choppy or rambling sentences.	**1** **Sentences that are incomplete, rambling or awkward make the writing hard to read and understand.** • The writer does not seem to understand how words and sentences fit together. Sentences are often confusing. • Writing does not follow sentence patterns people use when they talk. It is hard to read aloud. • The writer may use mostly short, choppy sentences or long, rambling sentences.

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CONVENTIONS

Using correct spelling, capitalization, punctuation, paragraphing and rules of English language

6 **Spelling, capitalization, punctuation, paragraphing and usage are effective and make the writing easy to read and understand.** • Spelling is accurate even on more difficult words. • Capitalization is consistently correct. • Strong effective use of punctuation makes the writing easy to read. • Paragraphs are placed effectively and contribute to the organization of the paper. • Proper use of the rules of English contributes to clarity and style. • The writing shows strong skills in a wide range of conventions making editing largely unnecessary.	**5** **Spelling, capitalization, punctuation, paragraphing and usage are correct and make the writing easy to read and understand.** • Spelling is accurate even on some difficult words. • Capitals are used to begin all sentences, for proper names and titles. • Punctuation is correct and helps the reader understand each sentence. • Paragraphs are placed correctly and effectively. • Subjects and verbs go together and the writing shows several examples of proper use of the rules of English. • The writer shows strong and correct use of a variety of conventions with little need for editing.	**4** **Spelling, capitalization, punctuation, paragraphing, and usage are mostly correct. If there are a few errors, they don't make the paper difficult to read and understand.** • Spelling is accurate in almost all cases. • Capitals are used to begin all sentences and for almost all proper names and titles. • Ending punctuation is correct. Other punctuation helps the reader understand each sentence. • Paragraphs are placed correctly. • Subjects and verbs go together. • The writer uses a variety of conventions correctly, but some editing is needed.
3 **Spelling, capitalization, punctuation, paragraphing and usage show some minor problems. The reader can follow what is being said, but there are enough mistakes that the reader really notices them and may have some difficulty following what the writer is saying.** • Spelling errors cause the reader to stop and re-read to figure out what is meant. • Capitalization errors begin to be noticeable throughout the writing. • Punctuation errors sometimes make the paper difficult to read. • The writer uses paragraphs, but they may not be placed correctly each time. • Subjects and verbs go together most of the time. • The writer shows basic control of conventions, yet the variety is limited. There is significant need for editing.	**2** **There are frequent, significant errors that make it difficult to read the paper.** • Spelling errors frequently cause the reader to stop and re-read to figure out what is meant. • Capitalization is not consistent or is often incorrect. • Punctuation errors are frequent and make the paper difficult to read. • Paragraphs often run together or are not placed correctly. • Subjects and verbs go together some of the time. • The writing shows little control of conventions, and there is extensive need for revisions and editing.	**1** **There are so many errors in spelling, capitalization, punctuation and usage that the reader has a very hard time getting through the paper. Some parts may be impossible to follow or understand.** • The writer shows little understanding of how or when to use capital letters or punctuation marks. • There are many spelling errors and it may be hard to guess what words are meant. • Subjects and verbs do not go together. • Paragraphs are not used correctly if at all.

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APPENDIX C - Test-taking Strategies
A Review

(You have heard these before, but they <u>can</u> make a difference)

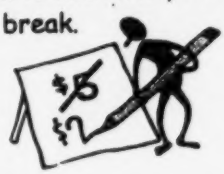
- **Be physically prepared.** Get plenty of rest the night before. On the day of the test, **eat a healthy breakfast.**

- **Be mentally prepared.** Try to relax and do your best. It is not unusual to feel nervous about tests. The key is being well prepared. Then you can view the test as an opportunity to truly show what you know and are able to do.

- **Listen to directions** as the teacher explains them. **Ask** about any directions you do not understand.
- **Read the directions carefully.**

- **Look for key words** that will help you identify what the question is asking you to do.
- **Take your time** and work at your own pace. AIMS is <u>not</u> a timed test, but you do want to use your time well.

- If you really get **<u>stuck</u>** on a problem, **<u>move on</u>** to the next question. **<u>Don't forget to</u>**: 1) Make sure you skip the question on your Answer Sheet, and, 2) Go back to the ones you skipped! Sometimes you'll get a fresh idea about those problems after a short break.
- **Make educated guesses** if you are unsure of an answer. First eliminate choices that are obviously incorrect, then logically select from the remaining choices.



- **Review your answers** when you are finished. **Re-read** written responses to check that they are clear.

APPENDIX D -Other Information Regarding Extended Writing

Keep in mind.....

- You will be given two pages in the test booklet to write your final copy. I is important that you take advantage of the two pages you are given to develop your ideas fully. This is your opportunity to demonstrate how well you can write.

- When examining these scores, notice a higher score in one trait may compensate for a lower score in another; however, you should attempt to score at least a "4" in each trait. If you read the rubric, a "3" describes a paper that is "weaker than strong."

- Your final copy needs to be handwritten (not done on a computer). Printing your work is acceptable; however, be sure to distinguish between upper- and lower-case letters. Do NOT print in all capital letters.

- You may use a dictionary or thesaurus as a reference ONLY during the extended writing response portion of the test.

- Be aware of the traits, or characteristics, of effective writing no matter what kind of writing you are asked to do.:

  Ideas: Explaining the topic or message with enough details
  Organization: Planning and using clear connections from beginning to end
  Voice: Sounding like a real person coming through the writing
  Word Choice: Choosing words carefully to create a picture in the reader's mind
  Sentence Fluency: Creating sentences which make sense and sound like they fit together when read aloud
  Conventions: Using correct spelling, capitalization, punctuation, paragraphing and rules of English language

- The same scoring guide, or rubric, will be used for all the types of writing you may be asked to write: narrative, persuasive, expository, or formal communication. A "student-friendly" version of this rubric is found in Appendix B.

To examine additional papers that will give you an even better idea of what sample papers look like with a range of higher and lower trait scores, visit the Oregon Department of Education website http://www.open.k12.or.us.

We extend our thanks to them for allowing us to reproduce these sample papers.